

Knowledge Organiser: Reception, Autumn 1

Big question: Who am I and where am I from?

Subject Specific Vocabulary	Key Knowledge	Book Links
<p>past, future, long ago, yesterday, last week, along time ago, artefact</p> <p>city, village, rural, town, Farm, map, street, close by, far away, country, London, England, behind, in front</p> <p>Tally chart</p> <p>Eyes, ears, nose, mouth, hair, face</p>	<p>How have I changed? - We have all changed since we were babies - past focus. We will continue changing as we get older - future</p> <p>Grandparents, parents and me - We might have different people in our families to what our friends have. Families come in all different shapes and sizes.</p> <p>Be able to talk about members of their immediate family</p> <p>How toys have changed</p> <p>How travel has changed</p>	<p>'Funnybones' by Janet & Allan Ahlbergh</p> <p>'Elmer' by David McKee</p> <p>'What Makes Me, Me?' by Ben Faulks & David Tazzyman</p> <p>'Can I Build Another Me?' by Shintuke Yoshitake</p> <p>All Aboard the London Bus by Patricia Toht</p> <p>Kate in London by James Mayhew</p>
Enrichment	<p>Local map - what is around me?</p> <p>London vs Wardley</p> <p>Enrichment: Wardley vs London</p> <ul style="list-style-type: none"> Children know that they live in Wardley and that Wardley is a suburban area of the city Salford Children know the key features of Wardley and what is around them (shops, library, farms, fields, canal, school, church etc.) Children know the types of transport in Wardley Children know how to record and interpret a tally chart Children know that London is a city Children know that London is far away from Wardley and you would need to catch train or drive to London Know that in London there are museums, art galleries, Buckingham Palace, offices, River Thames, The Shard, the tube, red buses Children know that a city is a very large town with lots of people, traffic and is very busy 	
<p>Children (and adults) bring in photographs from when they were a baby. These can be used to see how we have changed as we have grown up.</p> <p>Mirrors to be provided in the provision for children to look closely at their own features.</p> <p>Self-portraits</p> <p>Where do I live - explore Wardley</p> <p>Grandparents, parents and me</p> <p>How toys have changed</p> <p>How travel has changed</p>		

- Children know that a city is different to a village
- Children can explain some differences between a village and a city in relation to transport, housing and features learnt during the unit

Naming body parts

Links to Prior or Other Learning

Prior Learning: Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Next Stage:

Geographical skills: Asks simple geographical questions e.g. what is it like to live in this place? Makes maps and plans

Place Knowledge: Name, describe and compare familiar places, link their homes with other places in their community

Locational Knowledge: Understand how some places are linked to other places (roads, trains)

Historical skills: Chronology, Historical Enquiry, Understanding of events, people & changes